Health Education Lesson Plan

Body Image

Descriptive Information

Skill Emphasis (NHES): Advocacy (In-Class Learning Activity)

Grade Level: High School

Content Area: Mental Health- Body Image

Content Descriptor & Sub-Descriptor(s):

1-Positive Self-Image

* 1. Personal assets and strengths

1.5 How to develop and demonstrate a positive body image

Title of Lesson: Reshaping Body Image

PA Standard (Health & PE):

10.1.9. C. Analyze factors that impact nutritional choices of adolescents.

10.1.9. E. Health Problems and Disease Prevention

10.4.9. B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.

Curricular Connections: Physical Education

Adolescent Risk Behavior (if applicable): N/A

Behavioral Objective(s)

Cognitive: After the lesson, students will be able to describe differences between many different misconceptions that portray body image in the world today.

Cognitive: After participating in the “Advocate to Create a Body Positive World” activity, students will be able to identify numerous ways to promote positive body image.

Affective: During group discussions, students will contribute and value ideas from their peers regarding the different influences and perceptions that affect our views on body image.

*Skill (Advocacy) =*  During the learning activity, the students will advocate by using positive body image statements in their own live scenarios.

Brief Outline of Today’s Lesson

1. Bell Ringer: “First Impressions”
2. Introduction to the Lesson
3. Content & Instructional Strategies
   * Body Image Perception
   * Perceptions of how to Improve Body Image
   * Ways to create positive Body Image
4. In-Class Learning Activity: “Myth or Fact” Instructional Strategy: Response Cards
5. In-Class Learning Activity Assessment
   * Self-Reflection, Worksheet: “Advocate for a Body Positive World”
   * Content & Skills Criteria/Cues
   * Analytical Rubric
6. Final Thoughts/Conclusion to the Lesson
7. Classroom Management & Materials
8. Bell Ringer/Instant Activity: “First Impressions”

The class will be seated in their assigned seats. We will then ask them to observe the PowerPoint and look at the pictures that will be shown. The pictures will be clicked through quickly so that the students do not have much time to think about them. On the index card given, the students will write down their initial thoughts or first words that came to mind. They will next be asked to record their answers to the questions listed on the PowerPoint. We will then lead a discussion as to what each student’s answers are. The questions go as followed:

* What were some of the first words that came to mind about these people?
* Did you have any impressions about the health and happiness of each person? What were they?
* Did you have any impressions about the level of intelligence or success of each person? What were they?
* Did you write down any words about how attractive or unattractive each person is? What words did you use?
* Did you write down any words about the body size or shape of each person? Which ones? What words did you use to describe their bodies?
* Were your “first impressions” of the women different from your feelings about the men?

1. Introduction to the Lesson/Set Induction:

In America, we look at people who are physically overweight and assume that they are not healthy. Although each person looks happy, healthy or active, the first impression that many people would have about these images will revolve around their looks and large body size. Everyone has their own personal body image. Each of us views ourselves and our peers on somewhat of a “grading scale,” judging who is attractive to who is not. Where do we get our ideas about what body shape and size is attractive and healthy? Well, today we are going to focus on where we get those body image perceptions, positive and negative ways to improve our body image, and discuss different ways to stop the harsh judgment ourselves and others to create a Body Positive World.

1. Content & Instructional Strategies:

Content Outline:

1. Body Image Perception *(Lecture, Question & Answer with group discussion)*
   1. What is Body Image? A- The way a person sees themselves or others.
   2. What shapes our ideas of a good body image? (Web will be created on the board with “Body Image Shaped By…”. As the students answer, the web will grow larger) Students answers could be the following:
      1. Family, friends, coworkers
      2. Culture, religion
      3. Movies, music magazines, advertisements
      4. TV, toys, video games, etc.
   3. Body Image Web Reflection
      1. Students are now broken into groups of 3 (one group of 4) and be assigned one category of the web to develop their reasoning as to why this element (i.e. family, friends, coworkers) effects our views on body image.
      2. Groups will then quickly present their findings.
2. Perceptions of how to Improve Body Image *(Lecture, Question & Answer)*
   1. Now that we have discussed how we are influenced to feel about body image, the same people affect how we decide to make our personal changes to our body.
   2. The media as well as other factors have led many people to believe that there are easy fixes to how we can become the people we see in the magazines and TV shows. These ways may seem to be easy or some may seem to easy, but combined they are all very damaging to our bodies and in some cases even fatal.
   3. Listed here are some complications of the procedures that are prominent in the previous options we just saw. Some of the lethal affects actually double for many of the “easy out” options. Combining these different ways of changing your figure may be the most lethal of all.
      1. abnormal heart rhythm, heart attack, stroke
      2. blood clots, brain damage
      3. Tooth decay
      4. nerve damage, temporary paralysis
      5. Liver Damage, Kidney problems
      6. High Blood Pressure, High cholesterol
      7. Stunted growth
      8. Personality Disorders
      9. WEIGHT PROBLEMS
      10. DEATH
   4. In-Class Learning Activity: Myth or Fact. (Instructional Strategy- Response Cards)
      1. Students will now take out the red and green response cards that were placed on their desks before the class began. They will use their cards to declare if the statement on the PowerPoint is a Myth or a Fact. The teacher will read the statements aloud and then tell the students if the statement is a myth or fact (*Teachers Hint: All statements are myth*). The teacher will then give the fact following the statement that discusses why it is a myth. The statements go as followed:
         1. Barbie and Ken are made to scale of real people.

Myth:

If Barbie were a real woman-She would have to grow to be seven feet tall. Barbie's weight would be 110 pounds. If she were a real woman-Barbie would have to walk on all fours due to her proportions. If Ken were a real man-he would be seven-feet, eight-inches tall. An average man would have to add seven inches to his chest and about eight inches to his neck to equal Ken's measurements.

* + - 1. Overweight people are all at a health risk.

Myth:

There are both health risks and benefits associated with being fat. Research seems to indicate that the healthiest weight is a stable weight, even if a person weighs more than average. The best way to maximize your health is to adopt a healthy lifestyle, which includes regular physical activity.

* + - 1. There is no such thing as too much exercise.

Myth:

Compulsive exercising is a disorder and exercising too much can have serious physical and emotional effects. Exercise becomes a problem, or an addiction, when you prioritize it over most other parts of your life. You may feel anxious, guilty, unattractive, or out of control when you are unable to exercise. You may continue to exercise even when it poses a risk to your health.

* + - 1. If I hate my body, there is nothing I can do about it.

Myth:

There may be little you can do to change the body you have, but there are many things you can do to change your way of thinking about your body. To build your body-confidence, try new activities and find things that your body is good at doing. For every negative thought you have about your body come up with a positive one to counter it. Try not to break your body down into parts, but rather think of it as a whole, functional unit.

* + - 1. You have to exercise a lot to do any good.

Myth:

There are big health benefits in accumulating 30 minutes of moderate activity on most days. But any movement is better than no movement. You could start with a five-minute walk today and build up from there!

* + - 1. Overweight people are overweight because they are lazy.

Myth:

All of our bodies have a different natural baseline size and while food intake and exercise may contribute to changing this some, there are also many other factors involved that can't be controlled, such as metabolism, bone structure and genetics. Just because someone is fat does not mean they are anymore lazy than someone who is thinner.

* + - 1. I will be able to tell if someone has an eating disorder.

Myth:

Many people with eating disorders are very good at hiding their eating and exercising habits. Even if they do not meet the medical criteria for size, weight or behavior of an eating disorder, it does not mean that they do not need help. Eating disorders get worse as they go on and it's even possible for the person with the eating disorder to not know that there is a problem.

* + - 1. Eating disorders are a woman’s problem.

Myth:

Eating disorders affect many people regardless of sex, gender identity, race, ethnicity, age, class or sexual orientation. All types of eating disorders affect men as well as women, including anorexia, bulimia, compulsive overeating, and over-exercise. Due to the myth that eating disorders don't affect men, fewer men who have eating disorders have actually been labeled as such.

* + - 1. All obese people are compulsive overeaters.

Myth:

The compulsive eater, whether fat or thin, is a person with an eating disorder. Simply being fat does not indicate the presence of an eating disorder. Studies which set out to prove that fat people eat more than thin people concluded that there is no measurable difference in the food consumption of fat and thin people.

1. Ways to Create Positive Body Image *(Reflection, Assessment)*
   1. How to Advocate- This is where the teacher discusses the skill cues for advocacy. The instructor will read the following skills to the students to show understanding of how to successfully demonstrate advocacy. The skills are as followed:
      1. takes a clear, health-enhancing stand/position
      2. supports the position with relevant information
      3. shows awareness of audience
      4. encourages others to make healthful choices
      5. demonstrates passion/conviction
   2. Example of Advocacy- the teacher will discuss an example of advocacy.
      1. “Today as teachers we are an example of how to advocate. We have taken a clear, health enhancing stand or position to advocate for a healthy body image. We have supported our stance through relevant information today during the lesson. We have also incorporated things that relate to you as students. Our lesson would be different if we were speaking to a room of 60 year olds versus how we are talking with you. We also are encouraging each of you to take a healthy stand and make healthy choices as well. We are also demonstrating passion by creating this entire presentation to show to you. So now that you have a little better understanding of how to use the cues and how advocacy works, we are going to allow you to advocate with us for positive body image.”
   3. Self-Reflection- The students will silently reflect on how many times a day they judge (or hear other judge) their own or someone else’s body size or appearance. A small discussion will then be led stemming from the question: “*What effects do these judgments have on us at the moment and over time?”*
   4. Activity- The students will now use the sheet of paper given and write down their individual answers to the following questions:
      1. *List at least TWO physical features that you like about yourself. How can you learn to accept and like your body?*
      2. *How can we avoid judging others based on physical size or appearance, and place emphasis on the internal qualities over the external qualities in others?*
2. In-Class Learning Activity Assessment- Advocate for a Body Positive World

(Skill to be practiced: Advocacy)

* With the rest of the time allotted in class (roughly 20 min.), the students will now individually pick two of the 15 ways to create a body positive world off of the sheet that was given to them. They will then describe how they would apply this to advocate in their everyday lives, using the skills of advocacy previously presented to them.
* Each student will be given an Analytical Rubric for which their writing will be graded on. Each presentation will be scored using the Analytical Rubric found in the Assessment section. It will be scored on Content criteria, the Skill cues of Advocacy and Additional Criteria/Characteristics.
* With the time left over after all students complete the assignment individually, students will be asked to share their work with the rest of the class.
* The students will also be asked to use the 15 ways to create a body positive world worksheet to ask others to advocate for positive body image. This will be a take-home sheet of paper for the students so that they can share this with family and friends.

1. In-Class Learning Activity Assessment - Description & Criteria
   * An analytical rubric will be used to grade the in-class learning activity, “Advocate for a Body Positive World” on content (Core Concepts), health skills (Advocacy) and other specific criteria.
   * Students must include content specific to advocating a positive body image, as shown in the example presented on the powerpoint. It must be accurate, comprehensive, show relationships between concepts, and draw conclusions. The CC criteria on the analytical rubric below will be used to assess the content portion of the activity.

The students must advocate for their selected way of creating a positive body image world by incorporating their technique in their daily routine. They should sue the advocacy skill cues of: taking a clear, health-enhancing stand/position for their selected technique, support their stand with relevant information, have awareness of their audience (their classmates), encourage others to make healthful choices, and implement their way into their daily life with passion and conviction.

* + Score the “Advocating for a Body Positive world” Activity using the following core concepts criteria, skill cues, additional criteria, and Analytical Rubric.
  + Core Concepts

Content for advocating for a positive body image shows:

* + - * Accuracy
      * Comprehensiveness
      * Relationships among concepts
      * Conclusions drawn
* Skill: Advocacy
  + - Takes a clear, health-enhancing stand/position
    - Supports the position with relevant information
    - Shows awareness of audience
    - Encourages others to make healthful choices
    - Demonstrates passion/conviction
* Additional Criteria:
  + Each example at least 4 to 6 sentences long
  + 2 ways to create a body positive world are chosen
  + Content Supports advocating a positive body image
  + Applies positive statements chosen to real life situation

Analytical Rubric for the In-Class Learning Activity “Advocate for a Body Positive World”

1. Final Thoughts/Conclusion to the Lesson

Checking for Understanding (verbal or written):

* + - * + What is one way you can advocate a positive body image?
        + What can be done to improve your own body image?

“As we learned in this lesson, it is important to promote a positive body image through the many ways covered. There are no easy fixes, but with time you can become the person you want.”

###### Classroom Management & Materials

* Classroom Materials
  + Handouts/Worksheets: “15 Ways to Create a Body Positive World”(Learning Activity Information), “Advocate for a Body Positive World” (Learning Activity Directions), Analytical Rubric, Grading Assessment Form
  + Other Materials: Power Point Presentation Slides, Paper or 3x5 index cards for Bell Ringer and Discussion, response cards.
* Classroom Management
* Traditional seating or teacher assigned seating for content delivery.
* The students will then discuss with three other students around them by turning their chairs into a group during the discussion activities.

Content References

CCSSO-SCASS Health Education Assessment Project (2006) *Assessment Tools for School Health Education*, ToucanEd Inc., Santa Cruz, CA.

Duncan, L. and Eckert, C. (2006). *Strategies to Inspire Learning*. Teaching Concepts, Downingtown, PA.

Health Facts: Body Image. Retrieved November 30, 2011 from http://www.amplifyyourvoice.org/main.cfm?actionId=globalShowStaticContent&screenKey=tabContent&htmlKey=issuesbodyimagehf&s=amplify

Activity Reference

Health Facts: Body Image. Retrieved November 30, 2011 from http://www.amplifyyourvoice.org/main.cfm?actionId=globalShowStaticContent&screenKey=tabContent&htmlKey=issuesbodyimagehf&s=amplify

Appendices

Handouts for Students

****15 Ways to Create a Body Positive World****   
  
1. Encourage positive comments and try to avoid negative comments, about your own and other people's bodies.   
2. Participate in physical activities that make you feel good about yourself without making anyone else feel bad about their body.   
3. Try not to make judgmental comments about food, calories, dieting, and weight. People of all sizes have issues around these and you never know how you will affect people with your comments.   
4. Learn the facts and challenge the myths on size and bodies.   
5. Compliment people more often on their ideas, personality and accomplishments than on their appearance and physical being.   
6. Try to think of bodies as whole, functional units, rather than breaking them down into parts. Instead of saying "I'm unhappy with my thighs," say, "I'm pleased that my body is capable of doing this activity well."   
7. Don't participate in, encourage, or laugh at jokes that make fun of a person's size or body.   
8. Accept all types of bodies as beautiful and challenge limiting societal standard of beauty.   
9. Learn about eating disorders and seek help if you suspect that you or a friend has a problem.   
10. Wear the clothes that you like and feel comfortable in, rather than what you think makes you look "too fat" or "too thin."   
11. Try to eat when you are hungry, enjoy your food, and take pleasure in the process of eating, without guilt or stress over what you are eating.   
12. Object to gender-based assumptions on how bodies should look, such as "women should be thin" or "men should be muscular."   
13. Support organizations and activists who work for positive body image and ending sizism, such as Hanne Blank.   
14. Teach kids at a young age that they are beautiful just as they are!   
15. Understand that size and body oppression relates to other forms of oppression, such as sexism, racism, and homophobia and then challenge all types of oppression. Handout #1

Advocate to Create a Body Positive World

STATEMENT ( )

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“Advocate for a Positive Body World”

Grading Assessment Form

\_\_\_\_/4 points Content (Core Concepts)-Accuracy & Comprehensiveness

\_\_\_\_/4 points Advocacy (Skill)

\_\_\_\_/4 points 2 ways to create a body positive world are chosen

\_\_\_\_/4 points Content Supports advocating a positive body image

\_\_\_\_/4 points Applies positive statements chosen to real life situation

\_\_\_\_/4 points Length of each example written is at least 3 to 5 sentences

\_\_\_\_/24 points Total Points